



Course Title: **Foundations of ELA**

Description:

Foundations of ELA (English 9)

This is a survey course which introduces the student to a wide range of English subject areas. The student of literature includes short stories, novels, poetry, and plays. Composition is an integral part of the literature program. Grammar and usage are formally studied and stressed in all aspects of speaking and writing. Speaking and vocabulary development are included.

This English credit bearing course for students is to address the standards at a pace and rigor level accessible to them. By building this foundation, students will be given the time and support needed to increase their skill level and better prepare them to be successful in other English and core courses.

COMPREHENSION

<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
<p><u>Engages in Complex Text</u></p>	<ul style="list-style-type: none"> ● By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.9-10.10) (DOK 1,2) ● By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RI.9.10.10) (DOK 1, 2) ● Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, 	<p>Students will engage in a variety of complex texts that support their growth as a reader.</p>



	<p>writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.9-10.6) (DOK 1,2)</p>	
<p><u>Analysis of Literature</u></p>	<ul style="list-style-type: none">• Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9-10.2) (DOK 2,3)• Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (RL.9-10.3) (DOK 2,3)• Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. (RL.9-10.7) (DOK 3,4)	<p>Students will analyze themes or central ideas through the development of complex characters in literature.</p>
<p><u>Analysis of Informational Text</u></p>	<ul style="list-style-type: none">• Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9-10.2) (DOK 2,3)• Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (RI.9-10.3) (DOK 2,3)• Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (RI.9-10.5) (DOK 2,3)	<p>Students will analyze the development of an argument.</p>



	<ul style="list-style-type: none">● Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (RI.9-10.6) (DOK 2,3,4)● Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. (RI.9-10.7) (DOK 3,4)● Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.9-10.8) (DOK 2,3,4)● Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts. (RI.9-10.9) (DOK 3,4)	
<p><u>Cite Text Evidence</u></p>	<ul style="list-style-type: none">● Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.9-10.1) (DOK 1,2,3)● Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3)● Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (SL.9-10.2) (DOK 2,3,4)● Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9-10.8) (DOK 1,2,3,4)● Draw evidence from literary or informational texts to support	<p>Students will accurately cite strong textual evidence to support their ideas in written or oral communication.</p>



	<p>analysis, reflection, and research. (W.9-10.9) (DOK 2,3,4)</p> <ul style="list-style-type: none"> ○ Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work").(W.9-10.9a) ○ Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning")(W.9-10.9b) 	
WRITING		
Reporting Topic	Grade Level Standards	Competency Statement
<p><u>Argumentative Writing</u></p>	<ul style="list-style-type: none"> ● Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.9-10.1) (DOK 3,4) <ul style="list-style-type: none"> ○ Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.(W.9-10.1a) ○ Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.(W.9-10.1b) ○ Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.(W.9-10.1c) 	<p>Students will write an argumentative paragraph that supports a claim with relevant and valid reasoning.</p>



	<ul style="list-style-type: none">○ Provide a concluding statement or section that follows from and supports the argument presented. (W.9-10.1e)● Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.9-10.9) (DOK 2,3,4)<ul style="list-style-type: none">○ Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work"). (W.9-10.9a)○ Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). (W.9-10.9b)	
<p><u>Informative/Explanatory Writing</u></p>	<ul style="list-style-type: none">● Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.9-10.2) (DOK 3,4)<ul style="list-style-type: none">○ Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (W.9-10.2a)○ Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2b)○ Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify	<p>Students will write informative/explanatory essay that conveys complex ideas clearly and accurately.</p>



	<p>the relationships among complex ideas and concepts. (W.9-10.2c).</p> <ul style="list-style-type: none">○ Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2d)○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.9-10.2e)○ Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (W.9-10.2f) <ul style="list-style-type: none">● Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.9-10.9) (DOK 2,3,4)<ul style="list-style-type: none">○ Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work"). (W.9-10.9a)○ Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). (W.9-10.9b)●	
<p><u>Narrative Writing</u></p>	<ul style="list-style-type: none">● Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.9-10.3) (DOK 3,4)<ul style="list-style-type: none">● Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (W.9-10.3a)	<p>Students will engage in narrative writing based on real or imagined events.</p>



	<ul style="list-style-type: none">• Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (W.9-10.3b)• Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (W.9-10.3c).• Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (W.9-10.3d).• Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.9-10.3e)	
<u>Research</u>	<ul style="list-style-type: none">• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.9-10.7) (DOK 2,3,4)• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9-10.8) (DOK 1,2,3,4)	Students will research to gather and incorporate information to support ideas.
<u>Writing Process</u>	<ul style="list-style-type: none">• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.9-10.4)	Students will engage in a recursive writing process to produce clear and coherent writing that is specific to task, purpose and audience.



	<ul style="list-style-type: none"> • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades. (W.9-10.5)) • Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (W.9-10.6) • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (W. 9-10.10) • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.9-10.5) (DOK 2,3) 	
SPEAKING & LISTENING		
Reporting Topic	Grade Level Standards	Competency Statement
<u>Speaking & Listening</u>	<ul style="list-style-type: none"> • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL.9-10.1) (DOK 1,2,3) <ul style="list-style-type: none"> ○ Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of 	Students will engage in speaking and listening in a variety of formal and informal contexts.



	<p>ideas.(SL.9-10.1a)</p> <ul style="list-style-type: none">○ Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.(SL.9-10.1b)○ Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.(SL.9-10.1c)○ Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (SL.9-10.1d) <ul style="list-style-type: none">● Evaluate a speaker’s point of view (perspective), reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (SL.9-10.3) (DOK 2,3,4)● Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (SL.9-10.4) (DOK 1,2,3)● Adapt speech to a variety of contexts and tasks, such as conducting interviews, participating in public performances, or debating an issue from either side, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations) (SL.9-10.6) (DOK 1,2)	
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LANGUAGE		
<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
<u>Language</u>	<ul style="list-style-type: none">• Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (RL.9-10.4) (DOK 1,2,3)• Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (RI.9-10.4) (DOK 1,2,3)	Students will determine meaning in new words and be able to accurately apply these new words into their writing.
<u>Applying Grammar and Mechanics</u>	<ul style="list-style-type: none">• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.9-10.1)• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.9-10.2)• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.(L.9-10.4) (DOK 1,2)<ul style="list-style-type: none">○ Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.(L.9-10.4a).	Students will demonstrate command of grammar and conventions in writing and speaking.



	<ul style="list-style-type: none">○ Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). (L.9-10.4b)○ Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (L.9-10.4c)○ Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.9-10.4d) (DOK 1,2)	
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COMPREHENSION

<p>Engages in Complex Text RL.9-10.10, RI.9-10.10, L.9-10.6</p>	<p>Sample Tasks</p>
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